

## Technical Review Cover Sheet

### Panel Details

**Fiscal Year** 2010      **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1

**Panel Name** Panel - 8

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<b>Applicant Name</b>	United Community Center -- Bruce-Guadalupe Community School,	<b>PR/Award No</b>	U351D100134
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### Questions

	Points Possible	Points Scored
<b>1. Selection Criteria</b>		
Need for Project	15	13
Significance	10	10
Project Design	25	23
Project Personnel	10	9
Management Plan	20	18
Project Evaluation	20	18
<b>TOTAL</b>	<b>100</b>	<b>91</b>

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### Technical Review Form

<b>Applicant Name</b>	United Community Center -- Bruce-Guadalupe Community School,	<b>PR/Award No</b>	U351D100134
<b>Reviewer Name</b>			

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### Selection Criteria - Need for Project

- Your comments and scores should address the following criteria:**
- (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**  
**(b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed**

**by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

#### **STRENGTHS**

The applicant provides evidence of need for the proposed project in the community served by this Milwaukee, Wisconsin urban charter school. This includes data to support the need such as a 45% graduation rate; 80% of students receiving free and reduced lunch and breakfast; and 98% Hispanic population with significant English as a second language needs. 82% of the students come from Spanish-dominant households. One in 5 speak only Spanish. The proposed project indicates that it will serve 600 students in Grades 3-8 from 18 classrooms in this charter school over the 4-year span of the project. (Abstract pp. e0-e1; pp. 1-3)

The applicant describes the gaps and weaknesses in services and infrastructure including no formal mechanism in place for arts integration; lack of teacher knowledge in integration of visual arts into subject areas; and lack of parental influence in promoting the arts. The proposed project will address the gaps through ongoing professional development, parent involvement, community partnerships, sustained peer coaching and training. (pp. 3-4)

#### **WEAKNESSES (minor)**

The applicant provides a chart indicating student performance data for 4th grade in reading, language arts and math, however only percentages are listed in the chart with no explanation of what the numbers represent. (p.2)

**Question Status:Completed**

**Reviewer Score: 13**

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#### **Selection Criteria - Significance**

**Your comments and scores should address the following criteria:**

- (1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.**
- 2.**

## STRENGTHS

The fastest growing population group in the United States is Hispanic. Knowledge will be generated regarding the benefits of exposing at-risk Hispanic students to culturally responsive and relevant arts, including participation in cultural arts workshops facilitated by international Latino artists. The proposed project will produce scientific based research to add to the dearth of this in this area, and in the area of integration of the visual arts into math instruction. In addition, knowledge will be generated about how professional development regarding arts integration processes and approaches affect teacher practices in the classroom and the impact on student learning. This is significant to address the unique needs of Hispanic students in educational settings. The applicant indicates that dissemination of project products, strategies and results will occur on district, community, State, and national levels by the program partners. (pp. 4-7)

## WEAKNESSES

There are no weaknesses noted for this criteria.

**Question Status:Completed**

**Reviewer Score: 10**

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### Selection Criteria - Quality of Project Design

**Your comments and scores should address the following criteria:**

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- 3. (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

## STRENGTHS

The applicant provides a solid up-to-date and relevant body of research to support all of the components the project design, including research on arts

integration, using culturally responsive and relevant materials with Hispanic students, and professional development. (pp. 8-12)

The applicant proposes a comprehensive plan to improve teaching and learning for the identified Hispanic students in this charter school. The applicant has proposed a project that supports rigorous academic standards for students in the arts as well as in reading and math. This includes a comprehensive year-long professional development plan in Year 1 where arts integrated curriculum, units, and lessons will be created for use in year 2,3, and 4. A 3-week summer institute will also be included each year and teachers involved in the first year will become peer coaches and trainers. Collaboration with international Latino artists will also occur for students and for teacher support. (pp. 13-16)

#### Weaknesses (minor)

The applicant doesn't clearly indicate whether the proposed project will replace regular arts classes or whether the arts-integrated instruction will occur in addition to art education. (pp. 13-16)

The applicant indicates that because the proposed project focuses on core classroom teachers at the elementary level and subject teachers at the middle school level, standards-based arts education will become embedded in regular daily instruction. Art will not be a "pull-out" program. This will make it independent of supplemental funds so that in these difficult economic times, when the arts are the first to receive budget cuts, the benefits of the project will still be sustainable. In addition, teachers will receive high quality training in engaging children in critical thinking in the arts and across the subject areas. They will also be well equipped to provide culturally relevant visual arts education and instruction. The partnership with the University, Latino Arts, Inc. and the school will also assist in sustaining the project after the grant funding has ended.(pp. 7-18)

#### WEAKNESSES (major)

The applicant does not describe how the teachers and peer coaches will be recruited, selected, or compensated for the project. There was no description provided for stipends, nor was this included in the budget. It is not clear how teachers will achieve buy-in. (pp. 16; Appendix Budget e0-e3)

**Question Status:Completed**

**Reviewer Score: 23**

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### Selection Criteria - Quality of Project Personnel

- Your comments and scores should address the following criterion:**(1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
4. (2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.

#### STRENGTHS

The applicant indicates that the United Community Center, parent organization to the targeted charter school, employs mainly persons who are members of groups that are traditionally underrepresented based on race, color, national origin, gender, age, or disability for all of its programs. Approximately 75% of the staff is Hispanic and 70% are women. Since the school serves mainly Hispanic children coming from immigrant backgrounds, the center strives to hire bi-lingual, bi-cultural staff who are familiar with the language and cultural barriers and challenges faced by the students and families. This is supported by the resumes provided in the appendix. (p. 19; Appendix e0-e34)

The resumes and descriptions of the qualifications of the proposed key project personnel indicate relevant training, expertise, and experience in education, Hispanic culture and language, the arts, and arts integration into academic subjects while maintaining rigorous academic standards. (pp. 18-21; Appendix e0-e34)

#### WEAKNESSES (minor)

It is unclear how teachers will be recruited and supported for the summer institutes. (p. 13)

**Question Status:Completed**

**Reviewer Score: 9**

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## Selection Criteria - Quality of the Management Plan

**Your comments and scores should address the following criteria:**

- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- 5. (2) The extent to which the time commitments of the project director and Principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

### STRENGTHS

The applicant has provided a comprehensive timeline which demonstrates that the proposed objectives can be accomplished on time and within budget. The timeline includes the milestones and benchmarks to be accomplished and the personnel responsible to get it done. (pp. 22-25)

The time commitments and responsibilities of the external evaluator, the arts specialists, and school principals are well-detailed and are adequate and appropriate to meet the proposed project's objectives. (p. 26)

The applicant demonstrates that on-going assessment is an integral component of the proposed project. Teacher surveys, observations and assessments to evaluate teacher learning will be conducted in Summer, Fall, and Spring by the University School of the Arts. The University Center for Urban Initiatives and Research will spend a week each Spring interviewing staff and collecting data as part of the external evaluation . There will be quarterly reflection meetings for teachers to assess progress based on the data. (p. 26-27)

### WEAKNESSES (minor)

The applicant indicates that there are 2 proposed Co-Directors/Principal Investigators and an External Evaluator. While the roles and responsibilities of the primary Project Director ( She will devote 25% FTE of her time to the project ) are clearly identified, the role of the other Co-Director is not clear, as will devote 11% FTE to the project. (p. 26)

The applicant does not describe how the existing duties and responsibilities of the arts specialists will be addressed as they devote 30% FTE to the project.

(p.26)

**Question Status:Completed**

**Reviewer Score: 18**

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**Selection Criteria - Quality of the Project Evaluation**

**Your comments and scores should address the following criteria:**

6. **(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**
- (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**STRENGTHS**

The applicant proposes a comprehensive evaluation plan with methods that are thorough, feasible and will measure the goals, objectives, and outcomes of the proposed project. The methods include a quasi-experimental and experimental design with both qualitative and quantitative instruments. Teacher surveys, observations, student performance data, work samples, recorded discussions, and other instruments will be used. The applicant proposes that a faculty member will be in residence each semester at the school each semester in addition to the summer teacher institute collecting field data throughout the study. Teachers, particularly, the elementary and middle school art teachers, will be trained as co-researchers and mentored in an action-research approach to curriculum development and implementation. (pp. 30-31)

The applicant describes the process of providing performance feedback and periodic assessment of progress throughout the entire project, with data collected, analyzed and reviewed by the implementation team in Spring for Year 1 and Fall, Spring, Summer for Years 2-4 of the project. (pp. 27-35)

**WEAKNESSES (minor)**

The methodology for having control groups and treatment groups switching each year doesn't appear to be an experimental design. It is not clear how the outcome can be measured effectively if all students will be receiving arts-

integrated programming, even if teachers are told not to integrate. (p. 27)

**Question Status: Completed**

**Reviewer Score: 18**

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[< Previous](#)

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### Panel Details

**Fiscal Year** 2010      **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1

**Panel Name** Panel - 8

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<b>Applicant Name</b>	United Community Center -- Bruce-Guadalupe Community School,	<b>PR/Award No</b>	U351D100134
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### Questions

	Points Possible	Points Scored
<b>1. Selection Criteria</b>		
Need for Project	15	15
Significance	10	10
Project Design	25	24
Project Personnel	10	9
Management Plan	20	19
Project Evaluation	20	19
<b>TOTAL</b>	<b>100</b>	<b>96</b>

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### Technical Review Form

<b>Applicant Name</b>	United Community Center -- Bruce-Guadalupe Community School,	<b>PR/Award No</b>	U351D100134
<b>Reviewer Name</b>			

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### Selection Criteria - Need for Project

- Your comments and scores should address the following criteria:**
- (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**  
**(b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed**

**by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

Strengths:

The proposal presents information giving a picture of the socio-economic, demographics as well as current academic achievement levels of students and other factors that affect the students and place them at risk, including numbers and percentages. p.0

One gap in particular is the need that teachers have for information about how to integrate visual arts into the other academic areas is also included on p. 2.

Weaknesses:

None noted.

**Question Status:Not Completed**

**Reviewer Score: 15**

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**Selection Criteria - Significance**

**Your comments and scores should address the following criteria:**

- (1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.**
- 2.

Strengths: This proposed project offers opportunities for teachers to get knowledge and experience to use a culturally appropriate pedagogical approach for integrating the arts into the curriculum.

The use of partner websites increase access for others in and outside this school district to gain access to effective ways to implement an integrated arts

program, thereby, increasing the likelihood of replication. (pp.5-6)

Information on the project will be dissemination to academic and community audiences. (p.7)

Weaknesses:

None noted.

**Question Status:Not Completed**

**Reviewer Score: 10**

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**Selection Criteria - Quality of Project Design**

**Your comments and scores should address the following criteria:**

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

Strengths:

The proposed project is one that is asset-based and builds on and increases capacity around the teaching and learning experiences.

The proposal makes effective use research over a period of more than 20 years.

There are implications for how this approach to teaching and learning approach might be implemented with culturally different and specific groups.

There is a weaving of rigorous academic standards for students, teachers and research into culturally conscious and competent processes to increase

effectiveness for, by and with teachers and students. (pp. 9, 12 and more)

Capacity building is integrated into the proposal, both in terms of maintenance and support during the period of the federal grant and beyond.

The use of on-line lesson plans increases the likelihood of longterm access and replicability of the project. (p.17)

Weaknesses:

Evidence of monetary incentives for peer coaches is missing. (p. 16) While teachers will benefit from participating in professional development activities, what will keep them coming? Incentives are missing here as well. (p.7).

**Question Status:Not Completed**

**Reviewer Score: 24**

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#### **Selection Criteria - Quality of Project Personnel**

- Your comments and scores should address the following criterion:**
- 4. (1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**
  - (2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.**

Strengths:

The statement about hiring practices is one that sends a message of commitment on the part of the district and this project to include persons from traditionally underrepresented groups. (p. 18)

According to the resumes and professional summaries, the personnel seem appropriate to implement a project of an assets-based project and one of this

magnitude. (resumes project are appropriate, academically and to meet the needs of students.

**Weaknesses:**

The role of one member of the personnel group, Mr. Rodrigues, is not clear. (p. 19)

There needs to be more clarity about whether the Principal Investigator and the Project Director constitute one position.

**Question Status:Completed**

**Reviewer Score: 9**

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**Selection Criteria - Quality of the Management Plan**

**Your comments and scores should address the following criteria:**

- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- 5. (2) The extent to which the time commitments of the project director and Principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**Strengths:**

There is a clear articulation of how the proposed project will be managed. Responsibilities of personnel and time commitments and time lines are provided. Ongoing feedback about the improvement of the program will be provided. (p.26)

**Weakness:**

The information about of the frequency of the coaching sessions with the teachers and professional development sessions needs to be made clearer. (p.

23)

When are professional development sessions being held? (p. 23)

**Question Status: Completed**

**Reviewer Score: 19**

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**Selection Criteria - Quality of the Project Evaluation**

**Your comments and scores should address the following criteria:**

- (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**
6. **(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

Strengths:

Partnering with a team of evaluators from the UWM Center for Urban Initiatives Research strengthens the process for/of evaluation. (p.27 & p. 33)

There is a plan to use both qualitative and quantitative data to link the outcomes to the goals and objectives of the project. (p.27) An extensive discussion of how a determination will be made about the outcomes for years 2-4 is provided. Data will be gathered by using quantitative methodologies to determine the degree to which teachers acquired conceptual knowledge as well as a reflective-practice approach, including journals and portfolios that develops practical skills for teachers. (pp. 30-33)

Weaknesses:

A more detailed description of the way in which an evaluation process will be used to determine the effectiveness of the initiative during the first year is missing in this section.

**Question Status:Completed**  
**Reviewer Score: 19**

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[< Previous](#)

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## Technical Review Cover Sheet

### Panel Details

<b>Fiscal Year</b>	2010	<b>CFDA/Subprogram</b>	84.351D	<b>Schedule No</b>	1	<b>Tier No.</b>	1
<b>Panel Name</b>	Panel - 8	<b>Panel Monitor Name</b>	Jones, Clifton A.	<b>Panel Monitor Phone No.</b>	2022052204		
<b>Competition Manager Name(s)</b>	Austin, Diane C.(2022601280); Kress, Richard I.(2022601408)						

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<b>Applicant Name</b>	United Community Center -- Bruce-Guadalupe Community School,	<b>PR/Award No</b>	U351D100134
<b>Reviewer Name</b>			

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### Questions

	Points Possible	Points Scored
<b>1. Selection Criteria</b>		
Need for Project	15	15
Significance	10	10
Project Design	25	21
Project Personnel	10	9
Management Plan	20	18
Project Evaluation	20	18
<b>TOTAL</b>	<b>100</b>	<b>91</b>

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### Technical Review Form

<b>Applicant Name</b>	United Community Center -- Bruce-Guadalupe Community School,	<b>PR/Award No</b>	U351D100134
<b>Reviewer Name</b>			

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### Selection Criteria - Need for Project



**Your comments and scores should address the following criteria:**

- (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**
1. **(b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

#### **STRENGTH**

The narrative does an excellent laying out the need for the proposed services.

The narrative also does an excellent job in identifying and explaining gaps and weaknesses.

The overarching question of this project is an important one and this project is well positioned to provide important data to this research area.

#### **WEAKNESS**

None.

**Question Status:Completed**

**Reviewer Score: 15**

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#### **Selection Criteria - Significance**

**Your comments and scores should address the following criteria:**

- (1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.**
- 2.

#### **STRENGTH**

Products and setting are important and well defined.

Good discussion of the importance of project in the setting.

The development of culturally relevant curriculum is important for achieving academic improvement in underserved students. The significance of this curriculum is supported by the Needs section and by the data on Hispanic students. Very powerful.

#### WEAKNESS

None.

**Question Status:Completed**

**Reviewer Score: 10**

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#### **Selection Criteria - Quality of Project Design**

**Your comments and scores should address the following criteria:**

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

#### STRENGTH

The correlation of research to the project is outstanding.

The proposed project recognizes weaknesses in the current curriculum and is seeking to address them holistically.

It is impressive that the proposed project was designed with the needs of the

students as the primary focus, reflected by the culturally responsive curriculum.

Clear focus on integrating the arts into regular instruction.

#### WEAKNESS

It is unclear if the Directed Instruction curriculum (p3) is able to incorporate arts integration or if they will be establishing a parallel curriculum.

Ideally there would be a separate art or music class so that students have experience with the arts somewhere besides the regular classroom. It is not clear if these arts classes will happen.

Unclear when the teachers will design their own curricula.

No money for teachers in budget narrative. They are given an extended contract which appears to require them to participate in the summer. Getting 19 teachers, in year 4, to do this with no funding seems overly optimistic.

The budget is heavily skewed to funding the PI/PD; this could have been balanced with teacher stipends.

**Question Status:Completed**

**Reviewer Score: 21**

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#### **Selection Criteria - Quality of Project Personnel**

- Your comments and scores should address the following criterion:**
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  - (2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project**
- 4.

**personnel.**

**STRENGTH**

Project personnel demographics are well matched to the student population in terms of cultural understanding, which is important to this project.

**WEAKNESS**

It is unclear how they will recruit teachers to participate in the summer program. The summer program is three weeks long which is asking a lot from teachers with no compensation.

**Question Status: Completed**

**Reviewer Score: 9**

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**Selection Criteria - Quality of the Management Plan**

**Your comments and scores should address the following criteria:**

- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- 5. (2) The extent to which the time commitments of the project director and Principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**STRENGTH**

The timeline outlines a reasonable approach to accomplishing tasks.

The time commitments of the administrative members of the project is well articulated and appropriate.

Feedback is for all core subject areas: arts, language arts, reading, math.

#### WEAKNESS

Chart on pp 22-24 focuses on activities, not goals and objectives.

There is a great deal of emphasis on the administrative team for implementing project goals which appears to overlook the importance of getting buy-in from the teachers.

The project does not explain when PD will occur during the year.

The project does not explain how they will recruit teachers or how they will engage teachers in the process.

**Question Status:Completed**

**Reviewer Score: 18**

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#### Selection Criteria - Quality of the Project Evaluation

**Your comments and scores should address the following criteria:**

- (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**
- 6. (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

#### STRENGTH

BEST portfolio model is a powerful and successful strategy.

#### WEAKNESS

Teachers are expected to do a lot without much input or any compensation.

Is it really experimental if you rotate the test and control groups each year for 3

years? In the end, all will have had 2 years with an integrated curriculum and 1 year without.

**Question Status: Completed**

**Reviewer Score: 18**

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[< Previous](#)

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